

ABINGTON SCHOOL DISTRICT
ABINGTON, PENNSYLVANIA

SUPERINTENDENT'S
ADMINISTRATIVE PROCEDURE

REGARDING: **Grade Levels – Age-to-Grade
Relationship**

Section: **Students**

Effective Date: October 1995

Reissued: 11/07, 8/26/08
8/22/11, 12/16/14,
5/9/17, 10/16/19
8/28/20, 9/9/21,
8/25/22, 8/22/23

See Also: Related Board Policy

GRADE PLACEMENT

Grade placement is based upon a student's academic achievement, chronological age, and physical, emotional, and social development. Academic achievement includes grades earned in the core subject areas (communication arts or English, mathematics, science, social studies), performance on standardized tests, and the level of proficiency demonstrated on the Keystone Exams in Algebra, Biology, and Literature or the Pennsylvania System of School Assessment tests in reading and mathematics.

The grade placement of a student shall be the grade level to which they have normally progressed. If, in the judgment of the building principal, the student's grade level is inappropriate because of chronological age, physical, social, or emotional development, or attainment of academic standards, the building principal may request consideration for exception to grade placement. The written request must be submitted in writing no later than June 15 to the Director of Pupil Services and the Director of Teaching and Learning and contain all information germane to the case, including a proposed plan for the student if the exception is approved (both Attachment #1 and Attachment #2 are to be completed).

A committee shall review all requests for exceptions to grade placement. The committee shall be chaired by the Director of Pupil Services and consist of one elementary principal when relevant, one secondary principal when relevant, and the Director of Teaching and Learning. If the student has an IEP or GIEP, the appropriate special education administrator will be invited to the meeting. The principal requesting an exception to grade placement shall attend the meeting of this committee to support their recommendation.

After reviewing requests for exception to grade placement, the committee shall make a formal recommendation to the Superintendent's Office regarding each proposed exception. If a request is approved by the Superintendent's Office, the principal shall be notified of the action. It is incumbent upon the principal receiving permission for an exception to grade placement to meet with the parents/guardians of the student for which an exception is approved. At this conference, the parents/guardians must be advised of the circumstances related to the

recommendation and presented with the Student Contract (Attachment #2) to be signed by the parent/guardian, student, and principal.

Acceleration

Procedures for addressing the appropriate placement for students who demonstrate superior achievement in mathematics, communication arts, science, or social studies are detailed in the Superintendent's Administrative Procedure regarding "Course Placement and Selection." If a student excels in multiple areas, the student may be considered for grade level acceleration by following the procedures listed above in Grade Placement.

PROMOTION/RETENTION GUIDELINES

There shall be no automatic promotion of students from elementary school to middle school or middle school to senior high school. A list of students recommended for retention shall be forwarded by the principal to the Director of Pupil Services for processing in Pennsylvania Information Management Systems (PIMS).

ELEMENTARY

In kindergarten through grade two, reading achievement shall be the determining factor for grade-to-grade promotion. A student in any of these grade levels, will be considered a candidate for retention if they are reading one year or more below grade placement and having difficulty achieving proficiency in a majority of the areas assessed in the Communication Arts program.

In grades three through five, a student will be considered for retention if they are reading one year or more below grade placement, scores Below Basic on the reading and/or mathematics test in the Pennsylvania State System of Assessment (PSSA), and/or has not demonstrated proficiency in a majority of the core subject areas assessed for the Report of Student Progress.

If retention is being considered for a student, the classroom teacher will discuss this with the principal and the prior to the spring parent/teacher conference. If, after discussion, retention remains a possibility, the parents/guardians will be notified of this at the spring parent/teacher conference. A follow-up conference will be scheduled in late May to further review the student's academic progress and to discuss the recommendation for retention. For students who enroll in Abington School District after the first marking period and for whom there is insufficient data at the time of the spring parent/teacher conference to determine whether the student should be considered for retention, the classroom teacher will discuss the student's academic progress with the building principal and no later than May 1. If, after discussion, retention is a possibility, the parents/guardians will be notified in a timely manner and a parent/teacher conference will be scheduled prior to the end of the school year.

SECONDARY

If retention is being considered for a student, the guidance counselor will discuss this with the principal and the school team as soon as retention is viewed as a possibility. If, after discussion, retention remains a possibility, the parents/guardians will be notified of this prior to the end of the third marking period. A conference will be scheduled in late April to further review the student's academic progress and to discuss the recommendation for retention.

Beginning in grade nine, grade placement is determined by the student's successfully completing required core subjects and earning the number of course credit points specified in the Abington High School Course Selection Guide, *Program of Study*.

At the high school level, students who have failed to meet academic standards may be considered for grade level promotion. However, a plan for attainment of academic standards must be developed by the school team and monitored by the principal (Attachment #2).

IEP STUDENTS

If retention is being considered for an IEP student, the IEP Team will be convened to review the student's academic achievement, chronological age, and physical, emotional, and social development. Academic achievement includes grades earned in the core subject areas (English, mathematics, science, social studies), performance on standardized tests, and the level of proficiency demonstrated on the Pennsylvania System of School Assessment tests in reading and mathematics or Keystone Exams, if relevant. The IEP Team will determine whether the student is a candidate for retention.

EL STUDENTS

Students who are identified as English Learners will not be retained solely based upon their lack of English proficiency. If a student who participates in the English Language Development (ELD) program is considered for retention, a careful review of the student's academic progress will be conducted in consultation with the Supervisor of the ELD program. The final recommendation for grade placement will be based upon this review. See Board Policy Statement, "Instruction for English Learners (EL)" and related Superintendent's Administrative Procedure, for further direction regarding the education and procedures for reporting student progress for students who are English Learners.

REQUEST FOR EXCEPTION TO GRADE PLACEMENT

Name _____ Date of Birth _____

Current Grade _____ School Building _____

Student has GIEP, 504, or IEP _____ Date of most recent plan _____

Month/Year entered ASD _____

Was student previously retained? _____ If so, what grade? _____

Principal making request _____ Date of request: _____

Academic Record

Final grades on report card in all academic subjects:

Secondary: include quarterly and final grades including letter grade and numerical average

Elementary: include scores on end of year mathematics test and results of placement test if administered in mathematics or reading

Reviewed by school team (MTSS, CORE) on the following

date(s): List of supports/interventions and related outcomes:

Behavior Record

Expulsion, suspension

Attendance Record

Results of all standard assessments administered during the year

NNAT

Acadience

PSSA (math, English language arts, science), include standard score

Keystone

LinkIt

STUDENT PLAN FOR ATTAINMENT OF ACADEMIC STANDARDS

Name _____

Date of Birth _____

Proposed Grade _____

Proposed School Building _____

Date of Most Recent Plan _____

Student has GIEP, 504 or IEP _____

Principal Making Request _____ Date of Request _____

Listed below are the terms to be completed by the student upon grade placement.

Academic

English

Social Studies

Mathematics

Science

Behavioral

Parent/Guardian Signature _____

Date _____

Student Signature _____

Date _____

Principal Signature _____

Date _____